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Strategies for Teaching EFL students at San Agustin
Primary School District 04-06 of Haina

Research Project Presented

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Index

Abstract	3
1. Introduction	4
2. Statement of the Problem	4
3. The Purpose of the Study	5
3.1 Research Questions:	5
4. General Objective	5
4.1 Specific Objectives	5
5. Delimitation and Context	6
6. Audience	6
7. Definition of Terms	6
8. Limitation of the Study	7
9. Background	7
10. The Review of the Literature	9
Graphic Resources	12
Summarizing	13
Reading/English	15
Writing	15
Lesson Plans	15
Visualizing	16
Story Elements	16
Think Aloud Strategy	16
11. Methodology and Data Collection	16
11.1 Research design	16
11.2 Instrument	17
11.3 Population	17
11.4 Procedure	17
11.5 The Results and Data Analysis	17
Conclusion	19
References	20

Strategies for Teaching EFL Students at San Agustin
Primary School District 04-06 of Haina

Abstract

There are many effective strategies and procedures to provide learning opportunities for students in English language (EFL), even if the teacher does not speak your native language. Learn strategies for teaching students whose first language is not English, including ways to ensure that they are involved in the classroom with their students.

This study aims to investigate Strategies for Teaching EFL Students in the District of San Agustin Primary School 04-06 Haina, as has recently been introduced at this level. In addition, it has been used as strategies to improve the skills of their students.

Here elements that serve as strategies to teach about each concept and option plans that can be put into practice strategies are included. These are great resources for professional development and are an excellent resource to ensure that your system is improving professional skills implemented in this school.

Based on the above it can be said that education is the process where the teacher shows the student educational content in order to develop skills in it, in context, using means and strategies to achieve clearly defined objectives.

Keywords: Teaching Strategy, School District, A Primary School, EFL Teacher, English as a foreign Language, Teaching Methodology.

1. Introduction

Teaching Strategies are procedures, activities, techniques, methods, etc. Employing Master active paragraph drive the process. Various child techniques that can be used in the process, here is very important vision that teachers have to power suit the learning experience, as not all achieve the same level of learning, so it's therefore important know that to properly implement fully.

A key to the development of Strategies for Teaching EFL Students at San Augustin 04-06 Haina, District Primary School, learning is understandable, since students are mostly able to understand the essence of what is said or presented.

Teaching English to Students from Primary School in the District 04-06 at San Augustin of Haina, it has become an important educational policy. This school has a great concern for their teaching strategy (EFL) students, as each day implementation of new teaching strategies is necessary, that is to control the growing demand in presenting teachers with a high impact on the student achievement. They are the most influential factor contributing to the process of teaching / learning (Strong, 2000).

Recent research has found that teachers produce a strong cumulative effect on student performance (Wright, Horn and Sanders, 1997). This study intends to implement strategies to help teach EFL Students in the District at San Agustin Primary School District 04-06 of Haina, through researching their needs.

When the teacher really wants to achieve meaningful learning in students, it is necessary and important to know different strategies: Besides, who can tailor each experience so that students are active in the path of knowledge and so to make this individual is competent.

2. Statement of the Problem

A group of students from the Universidad Autónoma de Santo Domingo (UASD) in language school in our research we need to study Teaching Strategies that teachers at San Agustin of Haina Primary School, with a view to study about arises this issue and thus whether applying these learning strategies students have improved their performance.

Today, teachers have the opportunity to use **teaching strategies** to provide students with the chance to contribute to their class as well as their community. They can provide students with more engaging and motivating lessons so that they can be more productive in our community once they graduate from school.

3. The Purpose of the Study

This study aims to investigate strategies for teaching EFL students at San Agustin Primary School District 04-06 of Haina, as it has been recently introduced at this level. In Addition, it has been used as strategies to improve the skills of their students.

Here we include items that serve as strategies to teach you about each concept and plans of choices that can be put into practice strategies. These are great resources for professional development and are an excellent resource for ensure that your system is improving the professional skills implemented in this school.

3.1 Research Questions:

- 1) Which tools or didactic are resources are used to implement these Teaching Strategies this school?
- 2) What specific Strategies for Teaching EFL students are implemented at San Agustin Primary School District 04-06 of Haina?
- 3) Is there a demographic characteristic between the teachers who implement an effective strategy and those who don't?
- 4) What are the programs suggested that fulfill the needs of present San Augustin Primary School teachers?

4. General Objective

To investigate the EFL Teaching Strategies used by San Agustin Primary School teachers to enhance the teaching process.

4.1 Specific Objectives

To identify what specific Strategies for Teaching EFL students are implemented at San Agustin Primary School District 04-06 of Haina.

To specify how teacher can implement this strategies for teaching in the school San Agustin of Haina.

To verify the program devised by San Agustin Primary School to improve the Strategies of Teaching EFL students in this class.

5. Delimitation and Context

The following work was delimited in San Agustin Primary School, District 04-06 of Haina. In the same address the topic of Strategies for Teaching EFL students at San Agustin Primary School District 04-06 of Haina.

6. Audience

The student of Universidad Autónoma de Santo Domingo at (UASD), Language School.

7. Definition of Terms

A School District is a form of special-purpose District which serves to operate local public primary and secondary schools, for formal academic or scholastic teaching, in various nations.

A Primary School or elementary school is a school in which children receive primary or elementary education from the age of about five to twelve, coming before secondary school and after preschool.

EFL Teacher: As an EFL (English as a Foreign Language) teacher you would help students to learn or improve their English skills and their knowledge

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages.

Teaching Strategies are the procedures, activities, techniques, methods, etc. which employs the teacher to lead the process.

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning or memorization by students. These

strategies are determined partly on subject matter to be taught and partly by the nature of the learner

8. Limitation of the Study

The limitations presented so far in this research have been of three different types:

- 1.- Limitation for obtaining the research permit by the authorities of the school District 04-06 of Haina.
2. The limitation of time-availability to interview EFL teachers during class time at San Agustine School.
3. The time limitation presented among the members of this group to conduct this research.
4. Difficulties of the group to get together due to geographical location.

9. Background

Good elementary science education can do much to provide a sound foundation for later learning, as well as helping students become comfortable with using science and scientific thinking in their daily lives, whether in a career or as consumers and citizens (Aschbacher & Pine, 2006, p. 308).

Rubba and Andersen (1978), Hurd (1970) and Klopfer (1971) indicate that the major goal of science education should be developing students “scientific literacy”. Since the goal of science education is related to very important questions which are “why teach science to who teach science and at what level”, there is a relationship between the method of instruction and the attainment of objectives (Baez, 1971). Among these different kinds of methodologies, Multiple Intelligence-based instruction has an important place.

The multiple intelligences theory (Gardner, 1999, 2004) has significant implications for education in general, and can help students’ achievements ameliorate, in particular (Barrington 2004; Christion & Kennedy, 2004; Ozdemir, Guneyusu, & Tekkaya, 2006). Intelligence has traditionally been defined in terms of intelligence quotient (IQ), which measures a narrow range of verbal/linguistic and logical/mathematical abilities (Christison, 1996).

Gardner (1993) argues that humans possess a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences

to solve problems, invent processes, and create things. Intelligence, according to multiple intelligences theory, is being able to apply one or more of the intelligences in ways that are valued by a community or culture. The current Multiple Intelligences Theory outlines eight intelligences, although Gardner (1993, 1999) continues to explore additional possibilities: 1) Verbal / Linguistic Intelligence: The ability to use language effectively both orally and in writing. 2) Logical/Mathematical Intelligence: The ability to use numbers effectively and reason well. 3) Visual/Spatial Intelligence: The ability to recognize form, space, color, line, and shape and to graphically represent visual and spatial ideas. 4) Bodily/ Kinaesthetic Intelligence: The ability to use the body to express ideas and feelings and to solve problems. 5) Musical Intelligence: The ability to recognize rhythm, pitch, and melody. 6) Interpersonal Intelligence: The ability to understand another person's feelings, motivations, and intentions and to respond effectively. 7) Intrapersonal Intelligence: The ability to know about and understand oneself and recognize one's similarities to and differences from others. 8) Naturalist Intelligence: The ability to recognize and classify plants, minerals, and animals.

The 282 The Effect of Teaching Strategy Based on Multiple Intelligences on Students' Academic Achievement in Science Course theory of multiple intelligences offers eight ways of teaching and learning styles. In this regard, armed with the knowledge and application of the multiple intelligences, teachers can ensure they provide enough variety in the activities they use so that as much of their pupils' learning potential can be tapped as possible (Bas, 2008).

Shore (2004) suggests, MI has united educators who need to provide educational experiences that are relevant to diverse learners. Multiple Intelligences helps educators support every learner by celebrating the kids who draw well, run fast, sing loud, socialize a lot, have a keen sense of self awareness, as well as those kids who just like collecting bugs (Whitaker, 2002). In the context of education and student achievement, Multiple Intelligence is especially powerful because it helps parents and teachers understand education holistically.

Gardner (1994) says Multiple Intelligences persuades parents and teachers to examine their own ideas and assumptions about achievement and consider various teaching approaches. This suggestion provides a powerful lens to analyze multiple intelligences in the context of elementary student performance. Several studies (Campbell & Campbell, 1999; Kornhaber, Fierros, & Veenema, 2004), suggest multiple intelligence-based instruction increases student achievement.

Ozdemir, Guneyasu, and Tekkaya (2006), summarize a quantitative research project developed to investigate the difference between traditional, that is, direct-instruction facilitated by a teacher, and multiple intelligence-based science instruction on fourth grade students' understanding in science. The authors suggest that multiple intelligences serves as a "framework" that helps teachers "make decisions about ways to structure teaching and learning experiences for students" (p. 74). Specifically, multiple intelligence-based science instruction challenges students to develop meaningful understandings of the world around them and create connections between their lives and interests. Furthermore, multiple intelligences helps educators foster and cater to students' individual learning needs and preferences and links the classroom with the broader community. Most importantly, multiple intelligence-based instructions are a holistic and inclusive instructional model that helps educators create cross-curricular links and integrate different learning styles and abilities. So, the purpose of this study is to examine the effects of teaching Strategy based on Multiple Intelligences on Students' academic Achievement in Science Course as a school subject. This study, seeks the answer to the following question: Is teaching science with Strategy based on Multiple Intelligences on Students' academic Achievement in Science Course more effective than traditional science teaching methods?

10. The Review of the Literature

According Diaz Barriga, (2010) Teaching strategies are the procedures, activities, techniques, methods, etc. which employs the teacher to lead the process. There are various techniques that can be used in the process, this is very important vision that teachers have, to adapt to the learning experience, because not all achieve the same level of learning, therefore, it is important that fully know to properly implement it.

The term teaching, insigne etymologically comes from the Latin, meaning, point to, which means that teaching is the direction that the individual who does not know which way to go is. Based on its etymology, one can say that in the teaching-learning process, are involved a person who knows, who is the master, and a person who does not know, being a student.

Teaching Strategies

According to the above teaching strategies are all those support raised by the teacher to the student are provided to facilitate a deeper understanding of information processing; are all procedures or resources used by who teaches to generate significant learning.

The key to successful implementation of teaching strategies lies in the design, programming, development and implementation of learning content via verbal or written. This situation arises from planning, here is the importance of it, is also very important to consider the characteristics of the group, as not all are equal, there are groups that are very participatory, they involved 100% in its activities and other they are the opposite, show apathy, or just have trouble properly discern. In his personal experience as a teacher, he has had to teach the same subject in two different groups, and this is what has been observed in some groups, he says it takes time, obviously, this is only symbolic, that is not precisely stay or leave unfinished class refers to want to continue it, because students sometimes has trouble cutting to continue, because they are really doing enriching the class, they are so involved however we work based on a schedule, so well we manage time, therefore, some units no longer exist; on the other hand, they are the groups where you have time, because their answers are very terse, and practically goes around talking, on the one hand to feed back the short answer and the other to ask more questions, to engage them.

Another important aspect to consider when designing teaching strategies, has to do with the content of matter, not all materials are of the same nature, some are extremely theoretical, others are practical and more combined, therefore, the way to work them are different, just to mention some examples.

Here above all the analysis, reflection that can be made about the importance of study and how it influences present in therapies that manage, of course this does not mean that is not made from time to time some practice, can be a dramatization, but the goal is different from an eminently practical, since in this dramatization the purpose is only represent an event for colleagues to appreciate the information from another perspective, but at the end leads to analysis regarding the relevance today.

Both the characteristics of the group and the content of matter are closely related to how to learn from them, it is also important to consider the individual aspects, some students are visual, some auditory and some more kinesthetic, therefore, the best choice it is to use different strategies where all the elements involved so that everyone has the information source according to your needs, because if we apply ourselves to one, one will be confused.

Teaching strategies should be designed in such a way to encourage students to observe, analyze, review, formulate hypotheses, to find solutions and discover knowledge for themselves.

Organize classes as environments for students to learn to learn, it is also very important and task of the teacher ensure that students are autonomous, they become responsible for their own learning, which are not limited only to listen to what the teacher says and then we also repeat a lecture type class, in addition to not generate more than rote learning, generates apathy and not say sleepiness, and this state hardly manages to capture the student's attention, so the importance of using different strategies always aimed to achieve meaningful learning.

Frida Diaz Barriga (2010) mentions that teaching strategies can be applied before, during or after the subject.

Some of the pre instructional strategies recommended are: objectives and advance organizer. The objectives are statements that establish conditions, type of activity and forms of assessment of student learning through them are shown to learners what is expected of them, while they trace the path to be followed. Why is it important to set goals?, besides being a guide for the teacher, the student previously knows what you have to do during the course and in each session, thus achieved to be responsible for their own learning process, it is not with the expectation of what will today?, because already knows, and besides also the teacher walks not improvising, but already has previously established what should be done. When the teacher really cares about student learning, it makes a planning which establishes these goals, always with a view to achieving meaningful learning therein and skills development.

Previous organizer is introductory information and contextual, which is provided in order to reactivate prior knowledge tends cognitive bridge between new information and prior. The importance of advance organizer lies in giving the student an overview of what will be discussed in class, besides doing part of their learning. Considering that the aim of teaching strategies is to foster critical and creative thinking, to do this, it will ensure that the students actively participate.

The illustrations are visual representations of concepts, objects or situations of a theory or specific topic (photographs, drawings, diagrams, charts, skits, videos, etc.), the fact of making use of them helps to fix more information, many sometimes a picture says a thousand words, and if students are visual, well that also synthesizes information, and so the student does not get lost in a sea of words, which usually are not relevant, are only secondary ideas support primary. One of the ways that an individual has to learn is through imitation, so as teachers for should strive to give the best example. We have seen cases in particular and is very disappointing and frustrating to see that some teachers cluttering your teaching materials, transcribing what the text in the

same situation not recommended, as this how the student will synthesize and identify main ideas if the teacher does not, and to make matters worse, is dedicated to reading your material.

Semantic networks and concept maps are graphical representations of knowledge schemes (indicate concepts, propositions and explanations), with them, like illustrations summarize the information and the possibility of involving the student to ask given that for him it means determined concept, or as would apply, in short, it depends on the content, but what the student says, will leave the argument he made about the same and not a reading, repeating what he told the author, in this way, in addition to encouraging critical thinking is being taught to handle information synthetic and productively.

Analogies are statements that indicate a thing or event (concrete and familiar) is similar to another (unknown and abstract or complex). It is very important to use this type of strategy because we encourage creativity in students, imagining things when related interleaved questions are those that are inserted in the teaching situation or reading a text, keep attention and favor the practice, retention and obtaining relevant information. These questions are productive, because from them we can ascertain the degree of involvement and understanding while you are having the student. Based on the maieutic of Socrates, when a question is structured properly, it is possible to bring to light the knowledge that is latent in the individual and also to capture your attention, you can assess the progress of the class.

Some teachers are expected until the end to ask questions, which most often limited Completed Do ?, was clear doubts ?, questions ?, the most viable is that no students present their doubts, this is not good at first because if they stay with the doubt no assimilation of content and therefore there is no learning, second, if anyone dares to mention if any, would start again the class and time be lost or not reach time and then in the next class would resume and there would be delays in the program, so the most viable is to make the questions during the development of the class, to avoid loss of time, delays in the program and encourage critical thinking, the student's responsibility in the process, arouse their interest and capture their attention, to actively participate in class, encouraging their independence and autonomy in learning.

Graphic Resources

- a) Concept maps: strategic techniques to concentrate the knowledge and concepts through partnerships and relationships among themselves to have a global vision or theme, to include key words to remember; ideas or concepts are enclosed in circles or rectangles

b) Mental Maps: strategic resource that provides structural analysis of knowledge to how each person represents in the mind, allusive images is used to issue

c) Summary table: schemes which objectively meet the salient data from a text in general keys are used to rank the topics and subtopics, from right to left and from top to bottom

When the student makes use of these strategies is able to internalize what they learn through reflection, analysis and especially synthesis of the acquired.

Summarizing

To summarize is to put in your own words a shortened version of written or spoken material, stating the main points and leaving out everything that is not essential. Summarizing is more than retelling; it involves analyzing information, distinguishing important from unimportant elements and translating large chunks of information into a few short cohesive sentences. Fiction and nonfiction texts, media, conversations, meetings, and events can all be summarized.

For example, to summarize the movie *Memento*, you might state: The movie *Memento* is a backward chronology of a man who tries to find his wife's killer, but has short-term memory loss. He keeps track of facts by taking pictures of events and tattooing facts onto himself.

1. Summarizing allows both students and teachers to monitor comprehension of material.
2. Summarizing helps students understand the organizational structure of lessons or texts.
3. Summarizing is a skill at which most adults must be proficient to be successful.
4. Summarizing and reviewing integrate and reinforce the learning of major points...these structuring elements not only facilitate memory for the information but allow for its apprehension as an integrative whole with recognition of the relationships between parts (J. E. Brophy and T. L. Good, 1986).

In a synthesis of the research on summarizing, Rosen shine and his colleagues found that strategies that emphasize the analytic aspect of summarizing have a powerful effect on how well students summarize (1996).

Introduce summarizing to students by pointing out that they verbally summarize every day. Model a verbal summary by summarizing something you watched on television or a conversation that you had with a friend or another teacher. Point out that summaries don't include opinions.

For example:

"Last night, the San Francisco Giants beat the Atlanta Braves 3-1, to win the National League Division Series. Barry Bonds hit his third home run of the series in the fourth inning against pitcher Kevin Millwood. The Braves had a chance to win in the ninth inning, but Sheffield struck out with two men on base, and Jones grounded into a double play."

Explain how you decided what to recall to the class in your summary. The score, big hits, and the ending of the game were included in the summary. Each hit, who played each position, and the score at each inning's end were not included in the summary. The main idea was stated in the first sentence, or topic sentence. Point out that the summary doesn't include any opinions about the game.

Have students practice verbalizing summaries of familiar or interesting topics, such as "What I did last weekend" or "What do we do during a typical school day" before summarizing written texts.

To introduce the different strategies in summarizing fiction and nonfiction, review the essential ways in which fiction and nonfiction differ.

Have students use the steps to summarize something they read in their local newspaper or in a magazine, a part of the school handbook, or a passage from a textbook. If you are working with younger students, work together to summarize a biography or any factual material that you have displayed in your classroom.

1. Start by skimming the text to get an idea of what the text is about.
2. Cross out sentences that are not necessary or that are redundant to help them pull out what is crucial to the message of the piece.
3. Mark key words and phrases and jot down notes about the main idea. Instruct students to look for signal words such as *therefore*, *in conclusion*, or *in summary*.
4. Have them verbally summarize the nonfiction piece to a peer.
5. Then, have them reread the text and write a summary paragraph. In the summary, students should state the text's main idea in the first sentence and include the most important information. Be sure that students have not included any opinions of their own or sentences word-for-word from the original text.

Here are some general questions for students to consider when summarizing either fiction or nonfiction:

- What happened?
- Who was involved?
- What was the outcome?
- Is the essential piece of information included?
- Are interesting but nonessential facts or details eliminated?
- Would someone who read my summary really understand the main points of the text?

Some students may get paraphrasing and summarizing confused. Explain that summarizing is similar to paraphrasing because both strategies require students to put the main ideas of a story or article into their own words. However, the major difference between the two is that a summary usually recounts an entire article or story whereas a paraphrase recounts specific information within an article or story. For example, you might ask students to paraphrase a passage in a chapter of their textbook and to summarize the entire chapter.

Reading/English

Have students summarize stories, a chapter from a novel, and an act from a play, a poem, or an entire short story. Ask students to summarize the life of an author or a piece of science fiction or historical fiction.

Writing

Have students use a story map to summarize a work of fiction or nonfiction in a paragraph. Have them write a paragraph that summarizes a style of writing that their favorite author uses.

Lesson Plans

1. These lesson plans are for primary students:

a. Summarizing, *Cloudy With a Chance of Meatballs*

Use a lesson that is designed to expand primary students' summarizing skills using the book *Cloudy With a Chance of Meatballs*.

b. Summarizing, *Nate the Great*

Use a lesson that is designed to establish primary students' skills in summarizing a story using the book, *Nate the Great* by Marjorie Weinman Sharmat.

c. Summarizing, *Play Ball, Amelia Bedelia*

Use a lesson that is designed to introduce primary students to summarizing a story using a part of the book *Play Ball, Amelia Bedelia*.

2. These lesson plans are for middle or high school students:

a. Summarizing an O. Henry Short Story (fiction)

During this high school language arts lesson, students will summarize, verbally and in writing, the short story "Confessions of a Humorist" by O. Henry.

b. Summarizing a John F. Kennedy Speech (nonfiction)

During this high school language arts lesson, students will summarize, verbally and in writing, a speech that John F. Kennedy gave about the need for America to land a man on the moon.

Visualizing

Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. It is one of many skills that make reading comprehension possible. This method is an ideal strategy to teach to young students who are having trouble reading

Story Elements

The ability to identify the elements of a story (plot, characters, setting, and theme) aids in reading comprehension, leads to a deeper understanding and appreciation of stories, and helps students learn to write stories of their own.

Think Aloud Strategy

The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students.

11. Methodology and Data Collection

In this paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research.

11.1 Research design

This is an investigation type a descriptive exploratory research under a quantitative approach as it built measures how the concept of the Strategies for Teaching EFL students at San Agustin primary school District 04-06 of Haina.

This research corresponds to a combination of descriptive statistics: Because it is responsible for gathering, presenting and analyzing data. It is also because it helps bibliographic of theories through the use of books, magazines, internet, and everything written on the subject. And finally because conducting a study to complement the theoretical and contextual framework developed.

11.2 Instrument

The instrument applied to the data collection Were the direct observation technique as a tool to carry out research and allow such detect the problem of study.

One of the most widely used class in an interactive verbal instruments situation is voice recording, CD and use the USB memory to record part of the lesson, discussions, meetings, debates.

Video, we add to the presentations of recordings ambient information gestural and allow observer many facets of teaching and record specific aspects of the process of teaching strategies. The recording material is used as support.

11.3 Population

We presented a population of 10 students of students and teacher at San Agustin primary school District 04-06 of Haina, in the morning hours from 8am to 12 pm.

11.4 Procedure

Start showing students how to make connections to their reading systematically and explicitly. Some teachers devote a good amount of time (6-8 weeks) to study a particular comprehension strategy in-depth before moving on to the next.

11.5 The Results and Data Analysis

The Results

Begin to show students how to make connections to their systematic and explicit reading. Some teachers spend a good amount of time (6-8 weeks) to study a particular strategy in depth understanding before moving on to the next.

Teaching strategies is important because it uses the competent readers when it comes to making sense of text, help deepen understanding and create independent readers.

Activation of prior knowledge or schema, is the first of the seven strategies that Keene and Zimmerman are identified as key to success in reading comprehension

Errors in Spelling

Errors in spelling can be due to many factors: e.g. knowledge of phonic skills; visuo-motor and spatial coordination and memory; no evident strategy (wild guess); attention or concentration; over-reliance on a phonic strategy (spelling the word as it sounds); sight vocabulary; listening or auditory memory; visual memory; orientation; ordering & sequencing; knowledge of spelling rules and orthography; insufficient time or time constraints.

Problems with the *Look, Say, Cover, Write, Check* approach

This has been the most popular strategy taught in the UK. Unfortunately, many children do not use the strategy as it was intended or taught. They look at the word; they cover the word; then, if they attempt to remember the word, it's by saying the word, either out loud, or quietly inside their heads; and finally they write it out from auditory memory. When they check their spelling with original word they can see it's wrong. But when they repeat the process, do they amend their strategy? No, they don't.

First, they are not using the strategy correctly. Second, they reinforce the wrong strategy. Third, they write the word out from auditory memory and then check it. Fourth, if it turns out to be wrong, well they have already reinforced an incorrect spelling by writing it out.

There are two major problems encountered with the *Look Say Cover Write Check* approach. Firstly, children do not seem to be learning the strategy as a predominantly visual one. Secondly, the steps are in the wrong order. At step 4, the child writes out the word and at step 5, checks it with the target word. This means that child writes the word out from memory, without necessarily knowing or feeling confident about getting it right. So every time a word is misspelt this misspelling is also reinforced.

Conclusion

Teaching strategies, which include teaching strategies and learning, are essential in the educational process, because with them it is more feasible to do the same that is meaningful to the student.

Teaching strategies in addition to guiding the student in the way of knowledge, also guides the teacher, as both the one and the other know where to direct his steps. Is work of teachers design teaching strategies in the most consistent and effective as possible, because it directly he is responsible for the process, is the guide of the students, is the one who guides them to strengthen their weaknesses and reinforce its strengths, achieving making they competent, independent, autonomous and self-reflexive individuals.

When teachers get their students responsible for their own learning process are made, it is likely to begin to develop their own learning strategies, leading effectively.

Learning strategies are procedures that can include various techniques, operations or activities, pursue a specific purpose: learning and solving academic problems and / or those other aspects related to them.

Learning strategies are more than "study habits" because they are done flexibly, are learned sociocultural instruments in the context of interaction with someone who knows more, in this case, the teacher who is who guides you through the path of knowledge.

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